

**Texas Education Agency
Standard Application System (SAS)**

2016–2018 Public Charter School Program Start-Up Grant		
Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY JUNE 21 PM 1:16 DOCUMENT CONTROL CENTER 1701 NORTH CONGRESS AVE AUSTIN, TEXAS 78701-1494 </div>
Grant Period	August 31, 2016, to July 31, 2018. See page 9 of the Program Guidelines for information regarding Pre-Award Costs.	
Application deadline:	5:00 p.m. Central Time, June 21, 2016	
Submittal information:	Three complete copies of the application, each copy with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #	
School of Science and Technology	015831	School of Science and Technology - Advancement		
Vendor ID #	ESC Region #		DUNS #	
1010758906	ESC 4		144076457	
Mailing address		City	State	ZIP Code
4241 Woodcock Suite B-206		San Antonio	TX	78228
Primary Contact				
First name	M.I.	Last name	Title	
Mehmet		Nalcaci	Superintendent	
Telephone	Email address		FAX #	
915-218-3833	mnalcaci@ssttx.org		210-530-8280	
Secondary Contact				
First name	M.I.	Last name	Title	
Mikail		Yuksel	Director of Operations	
Telephone #	Email address		FAX #	
210-530-8366	myuksel@ssttx.org		210-530-8280	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

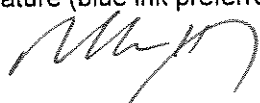
Authorized Official:

First name	M.I.	Last name	Title
Mehmet		Nalcaci	Superintendent
Telephone #		Email address	FAX #
915-218-3833		mnalcaci@ssttx.org	210-530-8280

Signature (blue ink preferred)

Date signed

701-16-103-006



06/21/2016
 RFA #701-16-103; SAS #192-17
 2016-2018 Public Charter School Program Start-Up Grant

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	NA
4	Request for Amendment	X	
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

Section 2: Applicant Organizations and the Texas Statewide Single Audit

Yes: ☐

No: ☐

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> • A copy of the local district's policy for authorizing campus charter schools; AND • A copy of the district's charter application for the authorized campus charter; AND • A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND • Either of the following: <ul style="list-style-type: none"> ○ A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR ○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 16, 2015	<ul style="list-style-type: none"> • A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR • A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> • The mission of the campus charter; • An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; • A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; • A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; • A detailed description of the admission requirements for the campus charter;

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		<ul style="list-style-type: none"> The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a Public Charter School	A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 25, 2015, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/ .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 25, 2015, must be submitted with the grant application. See http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/New_Campus_Charter_Schools_by_ISDs_-_Eligibility_and_Application_for_2016-2018_Start-Up_Grant_Funding/ .

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

SST Background

The School of Science and Technology (SST), with a central office in San Antonio, Texas, is a high performing K-12 college preparatory open enrollment charter school that focuses on math, science, engineering, and computer technologies. Since 2005 SST schools have provided students from under-served communities the opportunity to excel in their studies in a small classroom environment focused on providing them with the skills they need to succeed in life. The SST Mission is to prepare each student for higher education by providing a safe, caring, and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on science technology, engineering and mathematics. There three campuses in San Antonio – Alamo (K-8), Discovery (K-8) and Main/High School (6-12) and one in Corpus Christi, SST-CC (K-12). Additionally, there are two more campuses opening in Houston, one of which is seeking support through the CSP Start-Up Grant.

The SST schools have a record of excellence and this has been noticed at local and national levels. Lately, in 2015 and 2016, the San Antonio schools has been highlighted in: Niche Best Schools; US News and World Report Gold Ranking, 4th Best High School in San Antonio; Washington Post, America's Most Challenging High Schools; and Children at Risk, Grade A Ranking as 8th Best High School in San Antonio.

SST students have consistently performed well in state accountability exams. In 2015 all SST schools met standards in key areas of student achievement, student progress, and closing performance gaps. Additionally, the district received a Distinction Designation in Post-Secondary Readiness. The percent of eligibility measures in the top quartile was 78%. The number and percent of Indicators met were: Performance Rates – 96%, Participation Rates 100%, and Graduation Rates 100%. As a result, the demand for an SST education has been strong and growing, evidenced in the waiting lists of students in each of the current SST campuses in San Antonio and Corpus Christi.

At SST, dedicated teachers and staff do whatever it takes to meet the needs of each student, working together with students and parents to create a community of success. Specifically, student achievement and outcomes are built on four key instructional principles.

Key Instructional Principles:

1. Providing a challenging STEM curriculum, with an emphasis on project-based learning (PBL)
2. Stressing mastery of core knowledge blended with personalizing learning within a culturally diverse setting
3. Focusing on assessment and interventions keeping in mind the differentiated needs of students with special needs
4. Fomenting a culture of constructive competition, discipline, and parental/family engagement

These principles are the foundation of the SST educational approach that has resulted in a track record of success:

SST Educational Approach.

- a. College Prep Begins in Kindergarten. A college-bound education starts in the elementary grades at SST schools. Beginning in kindergarten, each school focuses on developing proficiency in core subjects, and this continues throughout an SST education. An advanced curricula is featured in the schools, as well as Project Based Learning, AP and dual credit courses. Cultural diversity and character education are also stressed at SST.
- b. Early Emphasis on Math and Science Education. Students attending SST schools begin specialized math and science instruction in the fourth grade, enabling them to develop a strong math and science foundation at an early age. At the secondary level students take advanced STEM courses including engineering, robotics courses with technology integration in these and studies.
- c. Extended School Hours and Days. At SST schools, we believe every student can master the skills they need to

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succeed. Students who need additional academic instruction or support are provided extended after school and Saturday tutorials. These tutorials use computer-based learning aids, and dedicated educators help students understand the concepts with which they are having difficulty. Extended hours are not just for individuals needing additional help; gifted, talented and advanced students also receive extended, advanced instruction.

- d. Safe, Small, Caring School Environment. The small classroom environment found at SST Schools creates an inviting, safe, and purposeful environment in which students can learn to their maximum potential. The friendly and wholesome atmosphere encourages creative expression and a desire for knowledge.

SST Campus Seeking Grant Request

To continue on this track of success and expand it to other high need areas of the state, SST is seeking financial support to open a new campus in the Houston area. Through funding from CSP Start Up grant SST will be able to replicate and broaden its educational approach guided by the four core instructional principles cited above. SST Advancement, at K-6 campus, will open on August 17 of the 2016-2017 academic school year. In this first year SST Advancement will enroll 350 students. The recruitment that begin in the Spring and went through July 1, 2016, generated a lot of interest from families in the area, thus it is likely that the school will begin the year with a waiting list of students. In the second year, 2017-2018, SST Advancement projects an enrollment of 400 of students. The school will continue to expand and add grade 7 in the second year and grade 8 the subsequent year. SST-Houston is expected have similar student demographics at other SST campuses – Low SES rate, high English language learner and special education populations. Additionally, the campus will probably have students from culturally diverse backgrounds mirroring the demographics of many Houston schools.

Program Plan

SST Advancement is seeking support from the Public Charter School Start-Up Grant *for Initial Implementation* activities for the newly opened campus *beginning on September 1, 2016*.

Up to this date, SST will have completed the planning and development necessary to secure a location for the campus and initiate steps for acquiring the building, to open the office, begin the hiring process and order necessary furniture, equipment and materials to stock the classrooms. Additionally, during August, there will have been orientation sessions for teachers, students and their parents and other activities needed to open the school by the beginning of the academic year (August 17). During this ongoing planning and development phase of the new school, SST leaders have been assessing closely what is still needed to complete and integrate the SST Advancement campus to the SST system. Based on the results of a comprehensive needs assessment (See Schedule 13), SST determined a need for grant assistance in 4 major areas, described as "Major Project Tasks" below, during the Initial Implementation Phase.

Overarching Project Goal:

Within 24 months, beginning September 1, 2016, SST Advancement will be a fully operational and completely integrated SST campus staffed by well-prepared teachers and offering an enhanced well rounded STEM focused curriculum supported with a range of state of the art instructional strategies, teaching resources and, technologies.

As a result of meeting this project goal, all students will receive rigorous instruction tailored to their needs and interventions aligned with the TEKS-based standards which they must master to be successful in STAAR.

Major Project Tasks during Initial Implementation Phase

1. Curriculum and Instruction implementation
 - e. Complete purchases and distribute materials, equipment, technology, other resources to classrooms – what is needed to offer the core curriculum and expanded STEM focused curriculum
 - f. Provide new teachers full access to and support for using required curriculum in the classroom
 - g. Provide new administrators and specialists (counselors, academic advisors, diagnosticians, etc.) resources and support to set up required student services
 - h. *Implement the curriculum and instructional program beginning on the opening day of school*
2. Professional development
 - i. Train all new teachers on the SST system and educational approach and state mandated instruction,

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: August 31, 2016, to July 31, 2018. See page 9 of the Program Guidelines for information regarding Pre-Award Costs.

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$0	\$0	\$
Schedule #8	Professional and Contracted Services (6200)	6200		\$80,000	\$80,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$650,000	\$650,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$15,000	\$15,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$20,000	\$20,000	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$760,000	\$760,000	\$

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implemen- tation Costs	Total Budgeted Costs	Pre- Award
Academic/Instructional							
1	Teacher			\$	\$	\$	\$
2	Educational aide			\$	\$	\$	\$
3	Tutor			\$	\$	\$	\$
Program Management and Administration							
4	Project director			\$	\$	\$	\$
5	Project coordinator			\$	\$	\$	\$
6	Teacher facilitator			\$	\$	\$	\$
7	Teacher supervisor			\$	\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$	\$
9	Data entry clerk			\$	\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$	\$
Auxiliary							
12	Counselor			\$	\$	\$	\$
13	Social worker			\$	\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$	\$
Other Employee Positions							
15	Title			\$	\$	\$	\$
16	Title			\$	\$	\$	\$
17	Title			\$	\$	\$	\$
18	Subtotal employee costs:			\$	\$	\$	\$
Substitute, Extra-Duty Pay, Benefits Costs							
19	6112	Substitute pay		\$	\$	\$	\$
20	6119	Professional staff extra-duty pay		\$	\$	\$	\$
21	6121	Support staff extra-duty pay		\$	\$	\$	\$
22	6140	Employee benefits		\$	\$	\$	\$
23	61XX	Tuition remission (IHEs only)		\$	\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$	\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)					
County-district number or vendor ID: 015831			Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.					
Professional and Contracted Services Requiring Specific Approval					
Expense Item Description		Planning	Implementation	Grant Amount Budgeted	Pre-Award
Professional and Contracted Services					
#	Description of Service and Purpose	Planning	Implementation	Grant Amount Budgeted	Pre-Award
1	Contracted publications and printing costs	\$	\$10,000	\$10,000	\$
2	Curriculum and instruction training for teachers and instructional coaches	\$	\$25,000	\$25,000	\$
3	Project Based Learning and assessment training for teachers and instructional coaches	\$	\$10,000	\$10,000	\$
4	Contracted services for special education and ESL students	\$	\$30,000	\$30,000	\$
5	Contracted services for project evaluation	\$	\$5,000	\$5,000	\$
6		\$	\$	\$	\$
7		\$	\$	\$	\$
8		\$	\$	\$	\$
9		\$	\$	\$	\$
10		\$	\$	\$	\$
11		\$	\$	\$	\$
12		\$	\$	\$	\$
13		\$	\$	\$	\$
14		\$	\$	\$	\$
a. Subtotal of professional and contracted services:		\$	\$80,000	\$80,000	\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$10,000	\$10,000	\$
(Sum of lines a, and b) Grand total		\$	\$90,000	\$90,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015831		Amendment number (for amendments only):			
Expense Item Description		Planning	Implement- ation	Grant Amount Budgeted	Pre- Award
6300	Total supplies and materials that do not require specific approval:	\$	\$650,000	\$650,000	\$
Grand total:		\$	\$	\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)					
County-District Number or Vendor ID: 015831			Amendment number (for amendments only):		
Expense Item Description		Planning	Implementation	Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$10,000	\$	\$
Grand total:		\$	\$10,000	\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)							
County-District Number or Vendor ID: 015831					Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning	Implementa- tion	Grant Amount Budgeted	Pre- Award
6669—Library Books and Media (capitalized and controlled by library)							
1	Literacy book collectons	N/A	N/A	\$	\$20,000	\$20,000	\$
66XX—Computing Devices, capitalized							
2			\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$
9			\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$
66XX—Software, capitalized							
12			\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$
14			\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles							
19			\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$
21			\$	\$	\$	\$	\$
22			\$	\$	\$	\$	\$
23			\$	\$	\$	\$	\$
24			\$	\$	\$	\$	\$
25			\$	\$	\$	\$	\$
26			\$	\$	\$	\$	\$
27			\$	\$	\$	\$	\$
28			\$	\$	\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)							
29				\$	\$	\$	\$
Grand total:				\$	\$20,000	\$20,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SST, in opening a new campus in Houston, is in need of financial assistance to supplement the resources it has to more efficiently convert the school facility into an effective and welcoming learning environment for students where they can begin their STEM focused education from Day 1. **Student achievement is the underlying objective for all the project activities to be supported by the grant.**

To accomplish this, SST determined that all project efforts should be guided by its Core Instruction Principles. These principles are the foundation of the SST educational approach that has resulted in a track record of success.

1. Providing a challenging STEM curriculum, with an emphasis on project-based learning (PBL). SST has implemented a standards-focused *project-based learning (PBL)* approach across all schools beginning in 4th grade for a number of years. In reflecting on those years we have discovered that integrating technology and standards-based PBL into our core STEM curriculum has been quite effective in all these campuses. Thus, to implement PBL and integrate this delivery method into our core curriculum with fidelity in the new campus at all grade levels. A new PBL curriculum Project Lead the Way appropriate for grades K-5 will be acquired. We will need classrooms, computer stations, and science labs equipped with project materials and supplies to be able to assign individual PBL projects to each student. SST will also need carefully crafted training modules to be able to deliver high quality PBL training and model various project demonstrations for new teachers. For students to acquire 21st century skills and showcase their learning artifacts through their projects, SST will also need technology equipment such as portable classroom laptop sets, digital cameras, etc.

2. Stressing mastery of core knowledge blended with personalizing learning within a culturally diverse setting. The regular instructional program presents targeted instruction every day in math and reading, for at least two hours, where develop core knowledge through instructional interventions, and enrichment for advancement opportunities. In these blended learning spaces, students work on a multitude of learning opportunities in 1:1 settings, small groups, and extended learning opportunities where they have the capability to work and progress at their own pace through leveraging adaptive learning technologies. In this setting, teacher acts as a facilitator to both ensure students are on-track with their personalized learning plans and also provided much needed targeted feedback on their personalized growth, and provide 1:1 and small group support when needed. SST will create the same personalized learning structure and the school will need software licensing as well as computer equipment to set up these blended learning spaces and strong PD module to train teachers to make sure they adjust to their new role as a blended learning facilitator.

3. Focusing on assessment and interventions keeping in mind the differentiated needs of students with special needs. SST success has been aided by having staff work early in year the in identifying intervention needs for students and have determined this strategy should be adopted in the new campus. We use NWEA MAP, STAAR practice, and District assessments to identify and target the differentiated needs of students. Intervention program will include 1:1 pull out tutoring, after school and Saturday tutoring. Additionally, continuous data analysis will be utilized to monitor student learning and growth. Reading and math interventionists will be hired to support students in need of interventions. Personalized learning software will be utilized to support reading and math instruction for all students including students with special needs. Research has shown us that an extra hour or period for reading and math could decrease achievement gap and support student learning in meeting academic goals so this extra time will be built in the instruction approach in the new school as well. Small group instruction will take place in extra hour/period classes based on individual student needs. Data meetings, parent meetings, and department meetings will support intervention programs and advocate for student learning.

4. *Fomenting a culture of constructive competition, discipline, and parental/family engagement.* Across the SST system, students are always encouraged to participate in STEM-themed competitions, from national science fairs to robotics competitions. This focus on constructive competition increases student engagement and emphasizes authentic learning experiences. To promote strong school culture and classroom management, SST has developed a “discipline point

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Maximize academic achievement of every child especially focusing on challenging math and science curriculum, with an emphasis on project-based learning (PBL)	Implementing a standards-based project-based learning (PBL) curriculum will lead to higher levels of student engagement and achievement as a result of students having had the opportunity to direct themselves in intellectual exploration based on their own unique interests. <i>With grant support the new campus will also implement PBL and achieve similar results.</i>
2.	Blending mastery of core knowledge and personalizing learning	Individual attention in the form of blended learning, intensive counseling, and personalized goals can motivate and support all students and accelerate their learning; in addition to differentiation, extra hours for intervention and enrichment, can make student performance soar. <i>With the assistance of grant resources, these effective teaching strategies can be extended to the new campus through professional development and direct support from SST staff.</i>
3.	Focus on assessment and interventions with differentiation for students with special needs	Curriculum implementation is supported by the purposeful use of diagnostic, formative, benchmark, and summative assessments aligned to the standards. SST's comprehensive approach to assessment gives teachers the information they need to understand student specific needs to then provide timely and targeted instruction to ensure mastery. <i>Grant support for two years can help to supply the multiple resources and support needed to ensure these tools are understood and used effectively by new teachers and administrators.</i>
4.	Recruit, develop, and retain a talented workforce	SST will design multiple staffing and retention strategies including recruiting incentives, supporting career paths for high performing teachers and intensive ongoing professional development. <i>SST can use grant support to broaden and extend its ongoing professional development to administrators and teachers to ensure they receive support and guidance from instructional leaders within the system as well as outside experts.</i>
5.	Build School-Parent-Community Connections and Public Support	Building parental involvement and community partnerships is essential to impact students' academic and college-career readiness. SST wants to build a three-way partnership between parents, students and school through proven strategies – direct parent contact, connections via online/website, special community and school activities, and ready access to information and publicity. <i>Grant support will help with orientation and training, materials, events, and other support to build this effective partnership.</i>

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Schedule #14—Management Plan

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree or higher, minimum three years' experience in a school environment, program management skills, thorough knowledge of local/state/and federal guidelines
2.	Campus Principal	Bachelor's Degree, minimum of three years successful experience as an administrator - Assistant Principal or Principal, with experience in grant coordination at school level
3.	Grant Manager	Bachelor's degree in business or related area; accounting and budget management background preferred; 2-3 years of experience managing grants within schools and/or other educational institutions; thorough knowledge of local/state/and federal guidelines
4.	Assessment Specialist	Bachelor's degree with specialization educational assessment-evaluation preferred; 3-5 years experience in student data analysis; two years exemplary teaching experience; thorough knowledge of Texas state accountability requirements and district policies and procedures
5.	Evaluator – External	Bachelor's degree with specialization in statistics and program evaluation; in-depth understanding of educational assessment-evaluation and the Texas state accountability system; expertise in student data analysis and interpretation and; ability to report evaluation outcomes in practical and actionable terms

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By the end of each academic year (Year 1 and Year 2) student achievement in the core areas of <u>science, math and ELA</u> for K-5 students will increase as follows:	1. At the end Yr 1 - 75% of science, 75% of math, and 60% of ELA students will meet the Student Achievement standard in STARR at their respective grade level.	9-1-2016	5-30-2017
		2. At the end of Yr 2 -90% of science, 90% of math, and 75% of ELA students will meet the Student Achievement standard in STARR at their respective grade level.	9-1-2016	5-30-2018
2.	By the end Year 1, the STEM curriculum will be fully implemented	1. One hundred (100) % of all the "supports" (computers, labs, materials, supplies) needed to implement the STEM-based curriculum will be in place. In addition...	9-1-2016	12-30-2016
		2. Eighty (80)% of the training modules needed to deliver PBL training will be developed and 50% of all grade levels (the ones targeted to start in year 1) will be trained	9-1-2016	12-30-2016
		3. One hundred (100) % of all supports and training to implement the STEM curriculum will be completed	9-1-2016	5-30-2017
		4.		
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	By the end of Year 2 the core	1. One hundred (100)% of all tasks necessary to create a personalized environment in the school	9-1-2016	12-30-2016

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County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Grant Manager will be responsible for the financial management of the program and will over see the submission of expenditure report to TEA. The Grant Manager will coordinate with an *implementation committee* to determine how to allocate allowable costs in accordance with provisions of the federal costs principles and the terms and conditions of the award. The implementation committee also will create a checklist of all major implementation tasks and share it with the Grant Manager, Project Director and the Principal to use as an implementation tracking tool and as the main source for updates, reports, and formative assessment. At the campus level the Project Director, the Principal and Assistant Principal will be responsible for all implementation activities in the school and will meet at least monthly to review what has been accomplished. The Principal will also meet at least weekly with the Assistant Principal and teacher representatives to assess how instructional activities are progressing. Student assessment data results will be provided to the project director and evaluator by the Assistant Principal after each benchmark and intervention programs to additionally monitor and report on student progress.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project will be sustained through a coordinated effort between grant administrators, the leadership and professional staff in central office, and school level personnel. The grant funds will supply the resources needed to expand the SST educational approach to the Houston campus but it will be the ongoing guidance, support, training, supervision and dissemination of resources by SST staff in San Antonio that will ensure that the school is fully operational and that the grant activities are implemented with fidelity. The local school staff and project director will be in charge of communication within the school and to keep all staff motivated and working diligently, also of staying in communication with central office. These staff will also be providing the data for formative evaluation and program improvements to the evaluator.

Beginning in 2016-2017 there will be instructional coaches in the core areas of science, math and ELA to support all schools including the Houston campus to ensure the curriculum and instruction is being implementing effectively and that the grant funded resources inside the classroom are being used efficiently and as intended.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	A. In each subject and grade level conduct interim district assessments to track progress at mid-year and collect these data for analysis B- STAAR results for each grade level (3-5) from Eduphoria, as provided by the academic director, will be collected and analyzed	1.	End of 2 nd 9 weeks - results of assessments will demonstrate progress toward STAAR achievement target for science, math and ELA (grades 3-5) As indicated Objective 1 milestones- management plan
		2.	End of 2017 and end of 2018– results of assessment will demonstrate percentage of students meeting the Student Achievement standard in STARR at their respective grade level in science, math and ELA (grades 3-5)
		3.	
2.	Ongoing collection of data pertinent to activities in management plan milestones for Objective 2	1.	Week 1 check - did new teacher orientation occurred, classroom resources provided, professional development delivered?
		2.	Ongoing daily, weekly, monthly checks for overall implementation and instruction in key academic areas -- – lesson plans & delivery; coaching and follow up occurring; observations on specific strategy use; debriefs with principal, peer teacher support occurring, other as indicated in Objective 2-5 milestones – management plan
		3.	
3.	Mid-year analysis of data to report on progress.	1.	January 2017 - analysis analyze data collected to assess (a) whether activities occurred, or not, and on schedule; (b) determine (1) quality of services through a <i>level satisfaction</i> measure (survey); 2) completion of all tasks as planned and timelines met for each objective, (3) create a chart to summarize <i>level of accomplishment as formative evaluation</i> , as indicated in Objective 2-5 milestones – management plan
		2.	
		3.	
4.	End of year analysis of data to assess implementation and impact of project	1.	Assess/check whether milestones were met - listed in management plan for Objectives 2-5
		2.	Assess if mid-year formative evaluation recommendations for improvement were followed; create criteria for rating level of implementation; assess student performance on STAAR
		3.	Develop a plan for improvement efforts to accelerate implementation and improvement of all grant activities
5.	End of year evaluation and reports	1.	Develop end of year evaluation report of findings and recommendations for improvement
		2.	Submit evaluation to SST board of directors and TEA
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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School of Science and Technology (SST), the sponsoring entity for SST Advancement, is an open enrollment charter school system in San Antonio, Texas. SST, as other charter and public schools, is part of the TEA accountability system and accountable to the State Board of Education. Since 2005, SST has been as part of the Texas school system and it enjoys a strong relationship with the TEA and school districts, also with the educational service center in San Antonio, the ESC Region 20.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

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Program funds will be used only to supplement and, to the extent practical, increase the level of funds that would be made available from non-Federal (State and local) sources for the education of participating students in the new school. Once the Federal start-up grant has expired, the school will continue its operation with the state and local revenues and title grants. The school mainly will be funded through foundation school program (FSP) by Texas Education Agency (TEA). This funding is available to the school based on the 6-week reports that the school sends to TEA electronically via the FSP system.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831	Amendment # (for amendments only):
Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.	

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Note: All applicants must address this statutory requirement.

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SST does not intend to apply for any waivers of Federal statutory or regulatory provisions.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

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SST Advancement does not currently operate programs directly by the US Department of Education. Thus, these Start-Up Grant funds will be coordinated only with existing funds. The project director will be responsible for managing the project in conjunction with other programs in the school so that duplication of effort is avoided and/or eliminated, and grant activities are carried out in the most efficient manner. The following are ways in which funds will be used:

- Supplement for recruitment activities of highly qualified teachers
- Supplement for recruitment activities of quality administrative personnel including school administrators who will oversee the vital initial startup activities
- Supplement purchasing of instructional materials, equipment and supplies that will be necessary to build up the school structure in the first year of operation
- Supplement essential expenditures related to direct instruction and school operation in supplies and materials (classroom furniture, office supplies) and professional and contracted services for professional development and other relevant services.
- Supplement programs aimed at improving technology integration into curriculum (computers, data projectors, etc.)

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a

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statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

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The SST schools Student Handbook clarifies Child Find and Discrimination on page 28, 33

34, 42, & 43. Moreover, SST schools post these attachments in the front office area, so parents

and all staff can know their rights regarding your request for Sections 613(a)(5) and 613(e)(1)(B) of the

Individuals with Disabilities Education Act.

SST Advancement, as part of the SST school system, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

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Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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NA

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;

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2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
 Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

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Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to**

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traditional campuses within the district.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

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Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
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NA

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Schedule #17—Responses to TEA Program Requirements															
County-district number or vendor ID: 015831										Amendment # (for amendments only):					
TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School	na	72	72	48	48	48	48	48							384
TOTAL:		72	72	48	48	48	48	48							384
Total Staff															36
Total Parents															500
Total Families															280
Total Campuses															1
TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School	na	48	72	72	48	48	48	48	48						432
TOTAL:		49	72	72	48	48	48	48	48						432
Total Staff															40
Total Parents															530
Total Families															300
Total Campuses															1

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School	na	72	72	48	48	48	48	48							384
TOTAL:		72	72	48	48	48	48	48							384

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	Alief ISD	Best Elementary	101903118
2.	Spring Branch ISD	Spring Branch Elementary	101920114
3.			
4.			
5.			
6.			

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015831		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	X	X	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	X	<input type="checkbox"/>	X
B02	Provide interpreter/translator at program activities	X	<input type="checkbox"/>	X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	X	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	X	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	X
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	X	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	X	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	X	X	X
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	X	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	X	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	X	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	X	X	X
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	X	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	X	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	X	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	X	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	X	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	X	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	X	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	X	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	X	<input type="checkbox"/>	X
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	X	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	X	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	X	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	X	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	X	X	X
M04	Conduct parent/teacher conferences	X	X	X
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	X
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	X	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	X	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	X	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: